



English Language Development Assessment

Teacher Support Materials

Kindergarten, 1 & 2

**South Carolina
Department of
Education**

Spring 2007

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)

Developed by

The State Collaborative on Assessment and Student Standards (SCASS)

for Assessing Limited English Proficient Students (LEP)

and

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ELDA TEACHER SUPPORT MATERIALS

KINDERGARTEN, GRADES 1–2

The Teacher Support Materials are provided to assist in administration of the ELDA kindergarten and grades 1 and 2.

The materials are organized in the following sections.

- **Kindergarten**

- 1. Guidelines for Completing the Inventory (pages 2–10)**

Provides an overview of the inventory and a description of how to score each row in the inventory.

- 2. Teacher Support Materials (pages 11–33)**

These are sample materials for selected rows in the reading and writing inventory that the test administrator may use for administering the inventories. There are no support materials provided for listening or speaking.

- **Grades 1 and 2**

- 1. Guidelines for Completing the Inventory (pages 35–43)**

Provides an overview of the inventory and a description of how to score each row in the inventory.

- 2. Teacher Support Materials (pages 45–76)**

These are sample materials for selected rows in the reading and writing inventory that the test administrator may use for administering the inventories. There are no support materials provided for listening or speaking.

ELDA TEACHER SUPPORT MATERIALS

GUIDELINES FOR COMPLETING THE READING INVENTORY FOR KINDERGARTEN STUDENTS

The kindergarten reading inventory contains 14 rows describing various reading and pre-reading behaviors. These behaviors represent varying degrees of mastery of content standards for reading. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1-3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the kindergarten reading inventory, the rows are numbered R01–R14. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the reading inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. Make sure you read the four notes on the last page of the reading inventory before beginning to use it.

Tips for Completing the Reading Inventory

The skills in the reading inventory build from R01 to R14 from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

- R01** “Few,” “some,” and “all” letter definitions are clearly defined in the score point descriptors for Row 1. It may be helpful to maintain a record sheet similar to the one used for Row 2 (see below) to keep track of how a student is mastering each letter-sound relationship.
- R02** Here students must recognize different forms of the same letter; score point 1 verbally or nonverbally, score points 2 and 3 student verbally. Support materials for upper and lowercase letters are included in the Teacher Support Materials.

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- R03** This skill builds further on increasing mastery of letter sounds. A score point of 3 indicates a mastery of nearly all letter sounds. Note in particular the different materials for different score points and follow these guidelines for other materials you may use as substitutions.
- R04** Here the focus is using word recognition skills to figure out new words of similar form. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and a 3 is degree of consistency. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes roots or spelling patterns.
- R05** The student uses rules to recognize high frequency words. A score point of 3 indicates the student is able to consistently identify a wide range of high-frequency words; a score point of 2 indicates significant gaps in mastery to identify high-frequency words, and a score point of 1 indicates recognition of a limited number of high frequency words.
- R06** The differences between score points are consistency and an increase in the number of skills.
- R07** The primary difference between score points is the number of strategies the student is able to use effectively.
- R08** The focus is on the distinction between nouns (words that name persons, places, or things) and verbs (action words). Any grade-level text should be appropriate for this activity. The importance of the word in context is most important given that many words with identical spelling in English can be either verb or noun depending on usage.
- R09** The focus for kindergarten students is synonyms and antonyms at the word level, rather than in context. Students should be able to tell whether given word pairs have same or different meaning. For this row, independence and accuracy = 3. Less accuracy/more prompting = 2. Low accuracy, even with prompting = 1. The synonyms and antonyms should be drawn from the kindergarten curriculum or classroom materials to avoid penalizing students for not being able to decipher words that are above grade level.
- R10** While scoring may seem straightforward (essentially one point per step), keep in mind that the score points represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). For kindergarten students, the focus is on being able to recognize a set of events in a particular order (1, 2, or 3 steps).
- R11** Students earn higher scores by identifying more story elements. For this activity read text aloud and ask students to identify story elements.

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- R12** The student must use a variety of resources available within the selection as well as prior knowledge to earn a score point of 3. Note that the scoring progression also reflects the length and complexity of the text. For instance, a score point of 3 is reserved for longer, grade-appropriate texts of varying types. As in all other inventory rows, scoring for this skill will require observation over several reading events.
- R13** Select passages of varying length that contain cause and effect or problem and solution. Let the student respond to more than 1 passage. As in R11, read the text aloud and ask the student to identify the cause and effect or the problem and solution.
- R14** At score point 1, the student recognizes that some words in a simple sentence rhyme or that there is a particular pattern to the words. The student will not necessarily recognize their effects. At score point 2, the student will recognize rhyming and repetition in longer selections (paragraphs, short poems). At score point 3, the student will recognize and understand the effects of these devices in multi-paragraph selections and longer (though grade-appropriate) poems.

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GUIDELINES FOR COMPLETING THE WRITING INVENTORY FOR KINDERGARTEN STUDENTS

The writing inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the writing inventory, the rows are numbered W01–W09. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the writing inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Writing Inventory

- W01** This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. Written words are required for a score of 2, and phrases (effectively expressed or not) or well-written single words are required for a score of 3.
- W02** To move from a score point of 1 to a score point of 3, the student will demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations such as sentences.
- W03** To move from a score of 1 to 3, the focus shifts from putting thoughts on paper to connecting them. A score point of 3 is reserved for student writing that is consciously connected by transition phrases and other linguistic devices. Devices such as “then A, then B, then C” would not warrant a score of 3, while “First we did A. Later we did B. Finally we did C.” would warrant a score of 3. To earn a score point of 3, a student must at least dictate in English sentences containing connecting words (e.g., and, but, then). Even proper English phrases or sentences lacking transition words would only warrant a score of 2. Use the sample picture prompt in the Teacher Support Materials or other suitable prompts to help students get started.

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- W04** This editing skill focuses on specific rules/mechanics. A score of 3 is reserved for work with no or very few mechanical errors and none that detract from meaning. Other errors unrelated to mechanics (e.g., an inappropriate word choice that does not seriously alter the meaning of the text) should not be penalized. Scoring for this skill should represent a range of tasks, rather than a single task. Keep in mind that the student is editing kindergarten-level material (preferably his or her own) rather than material that is above grade level.
- W05** As dependence on teacher support decreases, scores go up for this skill. Also note that the complexity increases as scores go up. A student who edits words or phrases only, even without teacher support, would receive a score of 1. A score of 3 is reserved for independent editing of sentences. See Kindergarten Teacher Support Materials, p. 33 for one possible prompt you may wish to use to get students started.
- W06** To receive a score of 2 or 3, the student must print all letters without a model. A score point of 3 requires the student to print the letters correctly within a word and sentence.
- W07** The difference between score points is an increase in the number of skills.
- W08** To move from a score of 1 to 2 the focus shifts from attempting to correctly spelling grade appropriate words. To achieve a score of 3, students must correctly spell grade appropriate words and attempt above-grade-level words.
- W09** Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

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GUIDELINES FOR COMPLETING THE LISTENING INVENTORY FOR KINDERGARTEN STUDENTS

The listening inventory contains seven rows describing various listening behaviors. These behaviors represent varying degrees of mastery of content standards for listening. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the listening inventory, the rows are numbered L01–L07. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the listening inventory, study the seven rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. There are no Teacher Support Materials for this inventory.

Tips for Completing the Listening Inventory

- L01** To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”
- L02** The examples in L02 range from simple to more abstract. The focus is the student’s response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex, abstract question or command is quite appropriate. Nonverbal responses may include pointing (such as to an appropriate picture), acting out a portion of a conversation (e.g., pretending to give a book to someone after hearing a conversation in which this action was mentioned), or demonstrating an emotion that was described in a conversation.
- L03** While row 2 focuses on familiar topics, row 3 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see row 2 above), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you such as, “Did Jose mean that he wanted you to help him or to leave him alone?”

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- L04** As with row 3, the focus on details of language and a student's response may be in relation to content that is either familiar or unfamiliar. The expectation is that a student will attend to details and then respond in an appropriate verbal or nonverbal way. It is not necessary for the student to discuss all of the details of the situation.
- L05** In L05, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a top score, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.
- L06** The focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, "frequent repetition" refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student is unable to respond correctly today, a score of 1 is indicated. A score point of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as a 3.
- L07** This is the most complex listening skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as 3 would be verbal, a student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation.

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GUIDELINES FOR COMPLETING THE SPEAKING INVENTORY FOR KINDERGARTEN STUDENTS

The speaking inventory contains eight rows describing various speaking behaviors. Each behavior is scored on a 0–3 scale. These behaviors represent varying degrees of mastery of content standards for speaking. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Observation column.

On the speaking inventory, the rows are numbered S01–S08. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the speaking inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. There are no Teacher Support Materials for this inventory.

Tips for Completing the Speaking Inventory

- S01** The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions receive a score point of 2.
- S02** The emerging English-language speaker uses common greetings and other common utterances. Moving from score points 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.
- S03** The difference between score points is the length and complexity of response.
- S04** This skill focuses on basic vocabulary in a variety of settings. Scores increase as the student uses the skill with greater precision in a wider variety of settings. A score of 3 is reserved for consistent demonstration of this skill in both social and academic settings.
- S05** This skill requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one or two words — 1 point; phrases or simple sentence responses — 2 points; and complete, cohesive sentences — 3 points.

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- S06** The student is expected to elaborate and provide examples, providing evidence of processing information and producing a unique communication. The example provided under score point 1 applies to score points 2 and 3. Scores increase as the student moves from single words (1) to phrases (2) to complete sentences in English (3).
- S07** The difference between score points is the length and complexity of response.
- S08** The difference between score points is the length and complexity of response.

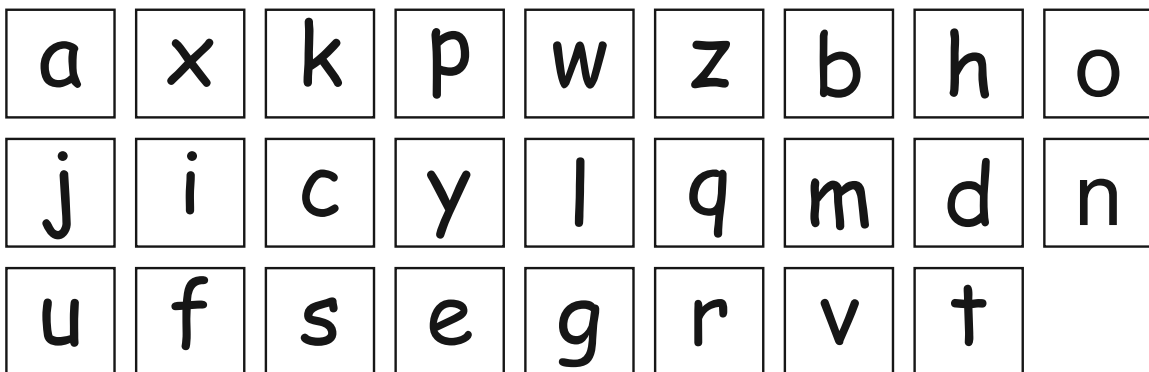
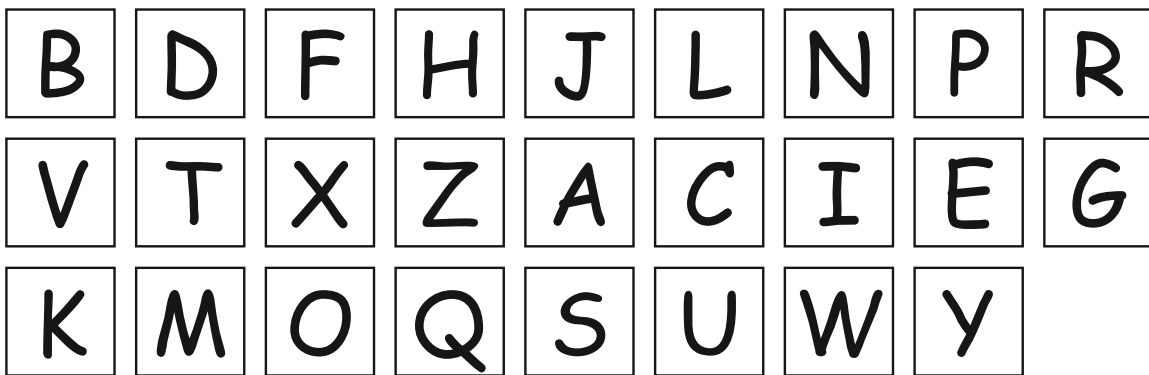
ELDA TEACHER SUPPORT MATERIALS

R02

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Teacher Directions:

1. Show student the alphabet printed in random order.
2. Ask student to point to specific letters. Do this 5–10 times to determine if student is capable of proceeding to letter names.
3. Ask student “What letter is this?” Teacher points to each letter, first upper case, then lower case.
4. Record student’s correct responses on record sheet.



ELDA TEACHER SUPPORT MATERIALS

R02

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Record Sheet

Upper Case Letters	Identifies Letter (+ / -)	Lower Case Letters	Identifies Letter (+ / -)
B		a	
D		x	
F		k	
H		p	
J		w	
L		z	
N		b	
P		h	
R		o	
V		j	
T		i	
X		c	
Z		y	
A		l	
C		q	
I		m	
E		d	
G		n	
K		u	
M		f	
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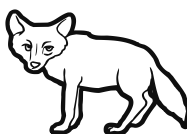
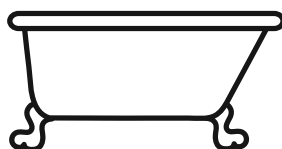
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the tub and says “tub” and asks the student to repeat the word. The teacher points to each picture and says, “tub – car, tub – fox, tub – ten.”

The teacher asks the student to circle the picture that begins or starts with the same sound as tub.



10

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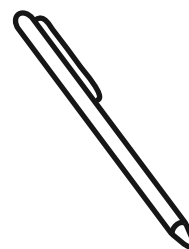
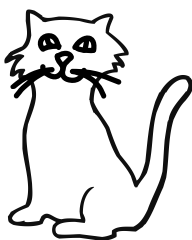
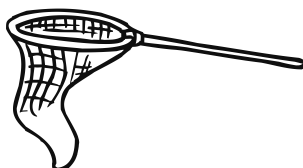
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the net and says “net” and asks the student to repeat the word. The teacher points to each picture and says, “net – nut, net – cat, net – pen.”

The teacher asks the student to circle the picture that begins or starts with the same sound as net.



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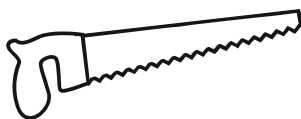
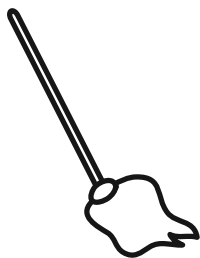
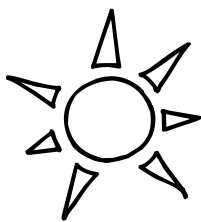
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the sun and says “sun” and asks the student to repeat the word. The teacher points to each picture and says, “sun – mop, sun – saw, sun – log.”

The teacher asks the student to circle the picture that begins or starts with the same sound as sun.



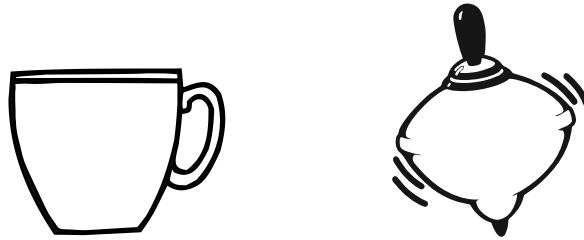
ELDA TEACHER SUPPORT MATERIALS

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher says, “Now we are going to listen for words that end with the same sound like cup and top, say cup and top.” The teacher points to each picture as she says each word.



ELDA TEACHER SUPPORT MATERIALS

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the pot and says “pot” and asks the student to repeat the word. The teacher points to each picture and says, “pot – key, pot – car, pot – rat.”

The teacher asks the student to circle the picture that ends with the same sound as pot.



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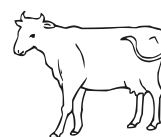
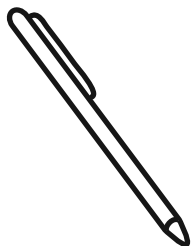
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the man and says “man” and asks the student to repeat the word. The teacher points to each picture and says, “man – pen, man – bat, man – cow.”

The teacher asks the student to circle the picture that ends with the same sound as man.



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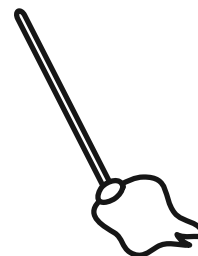
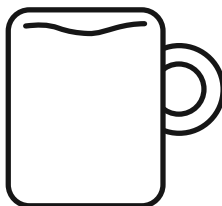
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the mug and says “mug” and asks the student to repeat the word. The teacher points to each picture and says, “mug – rat, mug – rug, mug – mop.”

The teacher asks the student to circle the picture that ends with the same sound as mug.



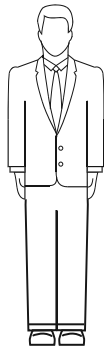
ELDA TEACHER SUPPORT MATERIALS

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher says, “Now we are going to listen for words that have the same sound in the middle like man and bat, say man and bat.” The teacher points to each picture as she says each word.



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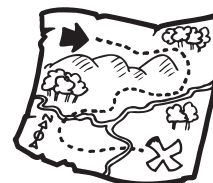
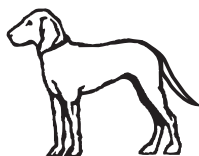
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher points to the picture of the van and says “van” and asks the student to repeat the word. The teacher points to each picture and says, “van – bed, van – dog, van – map.”

The teacher asks the student to circle the picture that has the same sound in the middle as van.



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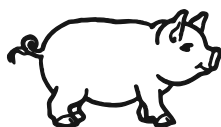
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher points to the picture of the six and says “six” and asks the student to repeat the word. The teacher points to each picture and says, “six – pig, six – jet, six – box.” The teacher asks the student to circle the picture that has the same sound in the middle as six.

6

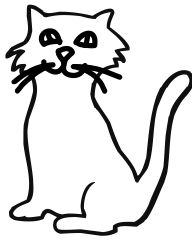


ELDA TEACHER SUPPORT MATERIALS

R04

1.3 Word Recognition: *Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.*

Score Point 1



Cat



Bat

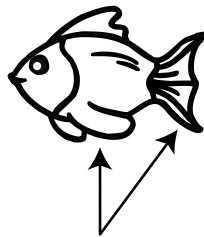


Hat

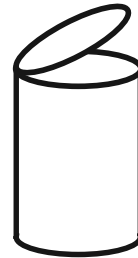
Score Point 1



Pin



Fin



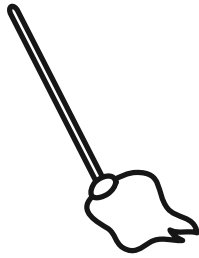
Tin

ELDA TEACHER SUPPORT MATERIALS

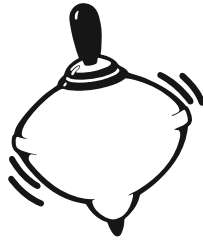
R04

1.3 Word Recognition: *Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.*

Score point 1



Mop



Top

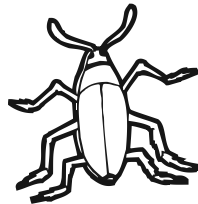


Hop

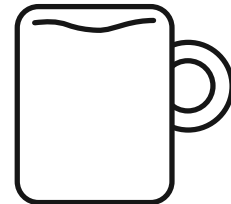
Score Point 1



Rug



Bug



Mug

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R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Bed



Red

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R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Directions:

For Early Literacy Students: Teacher reads sentence(s) as student follows along. Student points or circles the answer.

For Independent Readers: Student reads statements 1–6. Student circles the response.

Model:

Raise your hand.

A



B



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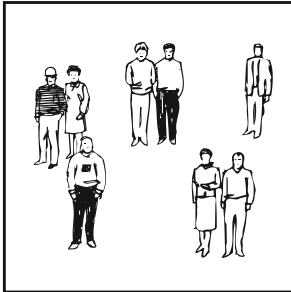
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 1

1. Line up.

A



B



ELDA TEACHER SUPPORT MATERIALS

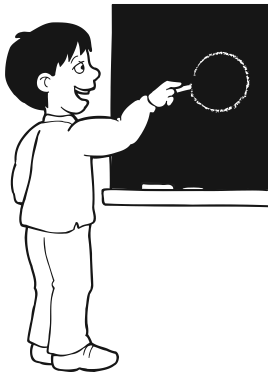
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

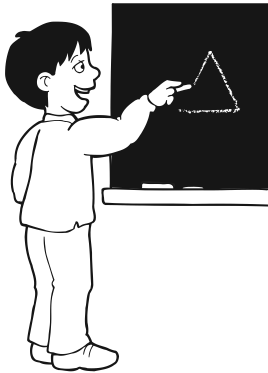
Score Point 1

2. Draw a star.

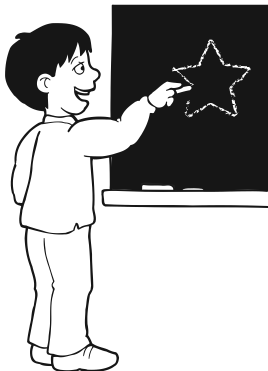
A



B



C



ELDA TEACHER SUPPORT MATERIALS

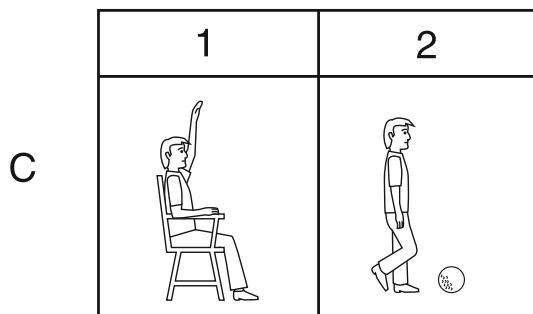
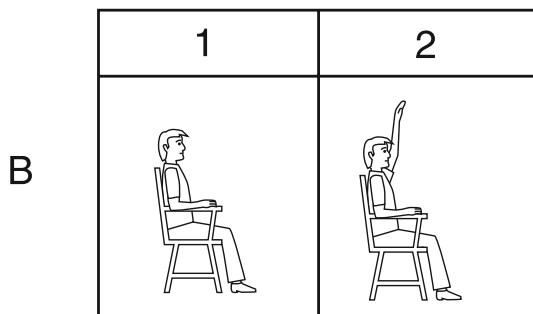
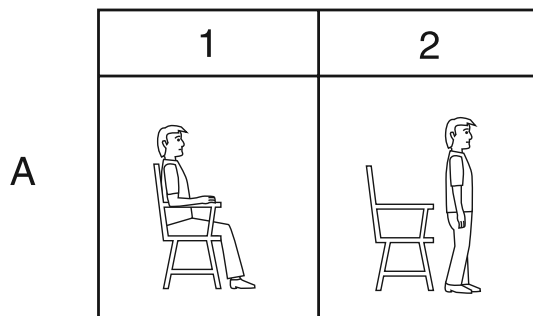
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

3. Sit down.

Raise your hand.



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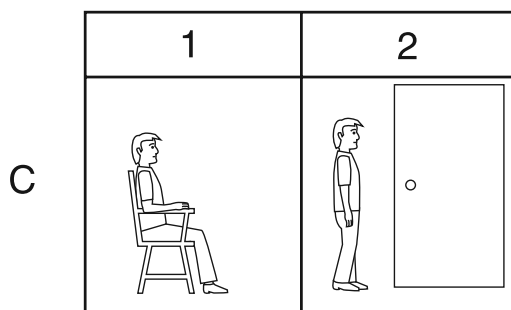
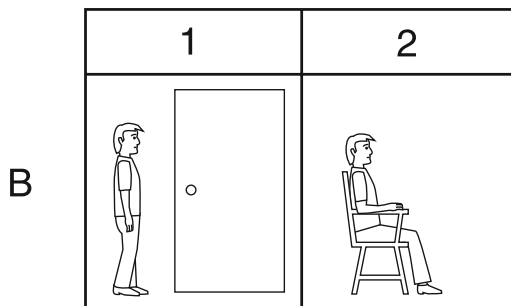
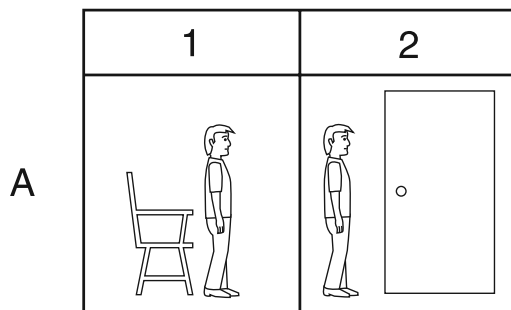
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

4. Stand up.

Go to the door.



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R10

4.1 Read and follow 1–4 step directions to complete a simple task.

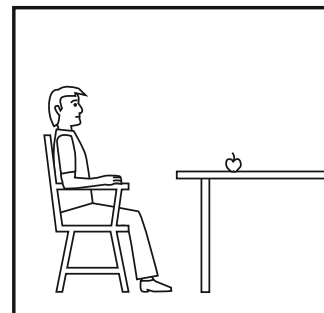
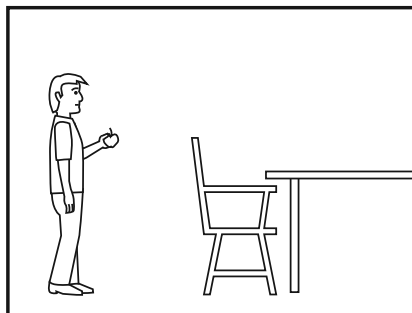
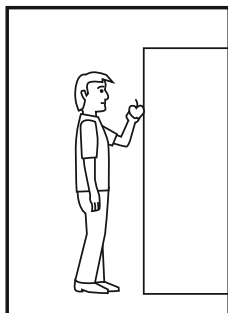
Score Point 3

5. Get a book.

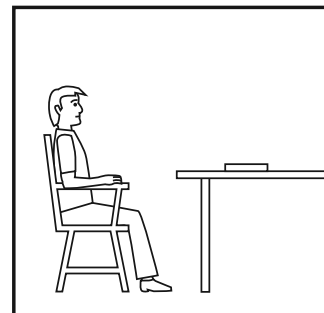
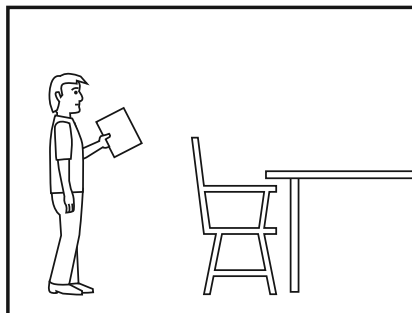
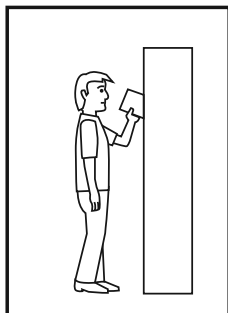
Take it to the table.

Sit down.

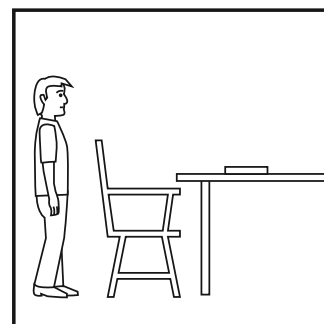
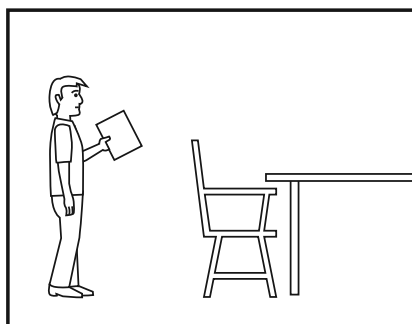
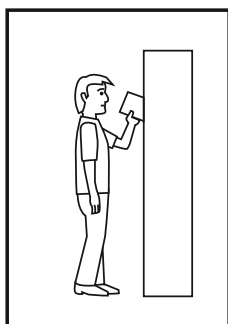
A



B



C



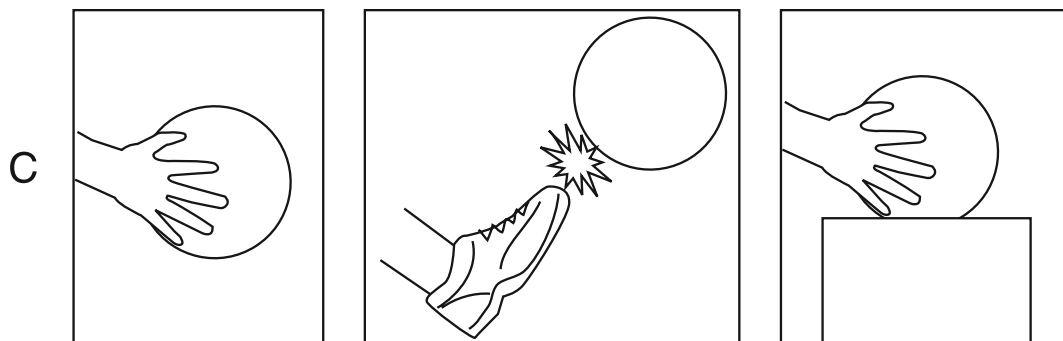
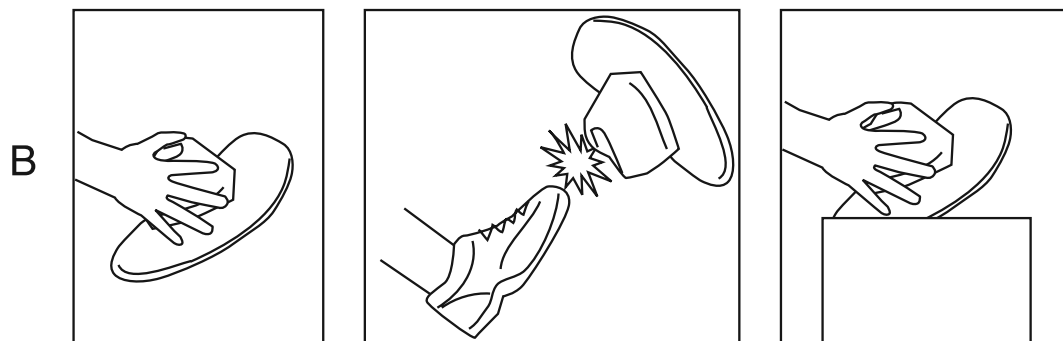
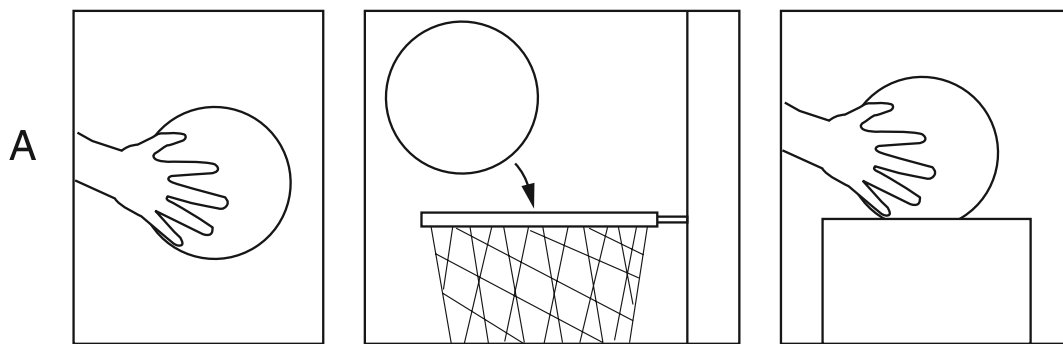
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R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 3

6. Pick up the ball.
Kick the ball.
Put it in the box.



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W03

2.2 *Write a variety of text types (for example: narrative and descriptive). See sample picture prompt below.*

W05

3.5 *Edit writing for complete sentences.*

See inventory items W03 and W05 for instructions.



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GUIDELINES FOR COMPLETING THE READING INVENTORY FOR STUDENTS IN GRADES 1–2

The reading inventory for grades 1–2 contains 14 rows describing various reading and pre-reading behaviors. These behaviors represent varying degrees of mastery of content standards for reading. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the reading inventory for grades 1–2, the rows are numbered R01–R14. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the reading inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Reading Inventory

The skills in the reading inventory build from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

- R01** Students must recognize different forms of the same letter. A chart or other record-keeping device, such as those included in this manual, may be useful.
- R02** Building further, this skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close. See this manual for grades 1–2 for sample prompts.

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- R03** Here the focus is using word recognition skills to figure out new words of similar form. Appropriate words for this skill are the typical three-letter (consonant-vowel-consonant) words used for recognition exercises at this grade level. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and 3 is the degree of consistency the student demonstrates over time. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes prefixes, suffixes, and other more complex forms.
- R04** In row R04 contractions are added to the word families.
- R05** In row R05, the focus shifts from words to more complete text (sentences, paragraphs, and longer text). The difference between score points is increased fluency, skills and consistency. At score point 3, the student reads multi-paragraph texts orally with skill. The paragraphs may be quite short. At score point 2, the student reads sentences but has trouble with paragraphs. At score point 1, the student reads words but has trouble with sentences.
- R06** Still focusing on the use of printed materials, we assign points primarily on the basis of how many book parts the student recognizes.
- R07** The primary difference between score points is the number of strategies the student is able to use effectively.
- R08** R08 focuses on using context clues to derive meaning from new words. At the highest level (3), the student consistently applies this skill without assistance. At score point 2, the student may require help but usually gets the meaning.
- R09** The difference between score points is degree of accuracy and consistency.
- R10** While scoring may seem straightforward (essentially one point per step), keep in mind that these scores represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). Sample prompts are included in Teacher Support Materials for grades 1–2.
- R11** Students earn higher scores by identifying more story elements. For this activity read text aloud and ask students to identify story elements.
- R12** The student must use a variety of resources available within the selection as well as prior knowledge to earn a 3. Note that the scoring progression also reflects the length and complexity of the text, with 3 reserved for longer, grade-appropriate texts of varying types. Scoring for this skill will require observation over several reading events.

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R13 Standard 6.4 has been divided into two separate tasks for students in grades 1–2. For R13, the focus is on cause and effect.

R14 The focus in R14 is problem solution, which is part of the same skill assessed in R13.

ELDA TEACHER SUPPORT MATERIALS

GUIDELINES FOR COMPLETING THE WRITING INVENTORY FOR STUDENTS IN GRADES 1–2

The writing inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the writing inventory, the rows are numbered W01–W09. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the writing inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Writing Inventory

- W01** This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. At this score point, the focus is independence. If the student generates English phrases and/or sentences without prompting or assistance, the score should be 3.
- W02** To move from a score point of 1 to a score point of 3, the student will demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations such as sentences.
- W03** The focus of W03 is level of composition: Pictures and letters or other marks earn a score point of 1. Single words or phrases earn a score point of 2, while complete English sentences earn a score point of 3.
- W04** This skill set requires the student to edit, demonstrating understanding of someone else's text and the ability to remodel it according to a set of rules. A score of 3 indicates that the student understands the given text as well as the rules and applies the rules appropriately and independently.
- W05** The difference between score points is a decrease in teacher support and an increase in editing skills.

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- W06** To receive a score of 2 or 3, the student must print all letters without a model. A score point of 3 requires the student to print the letters correctly within a word and sentence.
- W07** In W07, the focus shifts from copying to independently producing words that are correctly capitalized. If a student routinely performs one higher-level task (e.g., capitalizing properly in sentences) correctly but is inconsistent with others (e.g., proper nouns), that student's score should be 2.
- W08** Consult your school or district language arts supervisor for guidance with respect to grade-appropriate words to use to make sure you score this skill accurately. There are two issues: attempting and succeeding. Students must successfully spell grade-level words and attempt higher-level words. Attempting higher-level words while still misspelling common grade-level words should be scored as a 2.
- W09** Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

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GUIDELINES FOR COMPLETING THE LISTENING INVENTORY FOR STUDENTS IN GRADES 1–2

The listening inventory contains seven rows describing various listening behaviors. These behaviors represent varying degrees of mastery of content standards for listening. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Score column.

On the listening inventory, the rows are numbered L01–L07. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the listening inventory, study the seven rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Listening Inventory

- L01** To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”
- L02** The examples in L02 range from simple to more abstract. The focus is the student’s response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex, abstract question or command is quite appropriate.
- L03** While row 2 focuses on familiar topics, row 3 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see row 2 above), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you, such as, “Did Jose mean that he wanted you to help him or to leave him alone?”
- L04** As with row 3, the focus on details of language and a student’s response may be in relation to content that is either familiar or unfamiliar. The expectation is that a student will attend to details and then respond in an appropriate verbal or nonverbal way. It is not necessary for the student to discuss all of the details of the situation.

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- L05** In L05, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a score of 3, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.
- L06** The focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, “frequent repetition” refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student is unable to respond correctly today, a score of 1 is indicated. A score point of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as a 3.
- L07** This is the most complex listening skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as 3 would be verbal, a student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation.

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GUIDELINES FOR COMPLETING THE SPEAKING INVENTORY FOR STUDENTS IN GRADES 1–2

The speaking inventory contains eight rows describing various speaking behaviors. Each behavior is scored on a 0–3 scale. These behaviors represent varying degrees of mastery of content standards for speaking. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 in the Observation column.

On the speaking inventory, the rows are numbered S01–S08. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the speaking inventory, study the eight rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Speaking Inventory

- S01** The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions receive a score point of 2.
- S02** The emerging English-language speaker uses common greetings and other common utterances. Moving from 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use. A formulaic utterance that is structurally sound warrants a score of 3.
- S03** The difference between score points is the length and complexity of response.
- S04** The student summarizes events and describes familiar things in English. Scores increase as the student moves from single words (1) to phrases (2) to complete English sentences (3).
- S05** This skill requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one - two words – 1 point; phrases or simple sentence responses – 2 points; and complete, cohesive sentences – 3 points.

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- S06** S06 expects the student to elaborate and provide examples, giving evidence of processing information and producing a unique communication. The difference between score points is the length and complexity of the response. The sample questions shown under score point 1 can be applied to score points 2 and 3 as well. At the higher score points, the student provides more elaborated answers to the same questions.
- S07** The difference between score points is the length and complexity of response.
- S08** The difference between score points is the length and complexity of response.

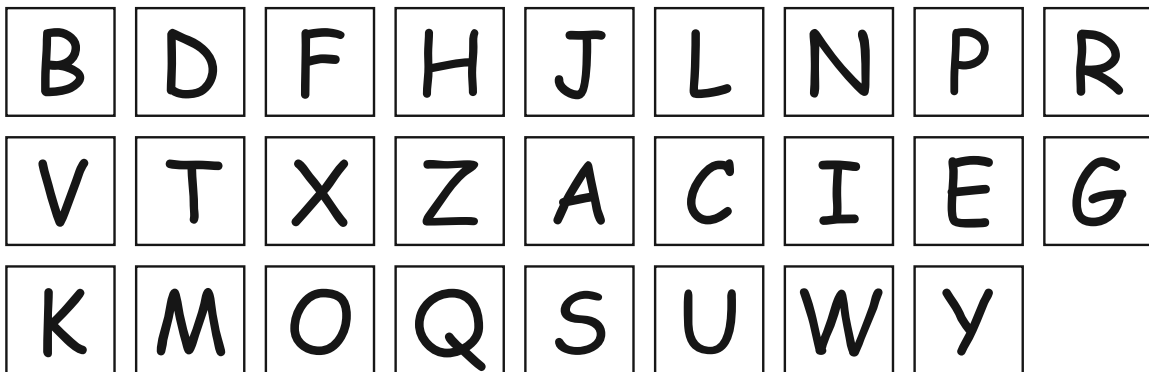
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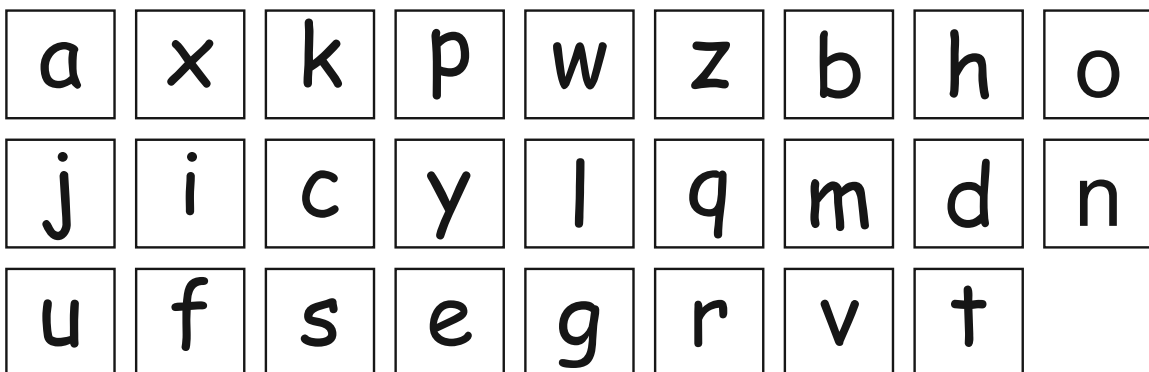
R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Teacher Directions: Show students the alphabet printed in random order.



1. Teacher asks student to point to specific letters. Do this 5 – 10 times to determine if student is capable of proceeding to letter names and sounds.
2. Teacher asks student “What letter is this?” Teacher points to each letter, first upper case, then lower case, noting correct responses on record sheet.



3. Teacher asks student, “What sound does this letter make?”
*The name of the letter and the sound can be tested simultaneously
4. Teacher records student’s correct responses on record sheet.

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R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Record Sheet

Upper Case Letters	Identifies Letter (+ /-)	Lower Case Letters	Identifies Letter (+ / -)	Identifies Letter Sound (+ /-)
B		a		
D		x		
F		k		
H		p		
J		w		
L		z		
N		b		
P		h		
R		o		
V		j		
T		i		
X		c		
Z		y		
A		l		
C		q		
I		m		
E		d		
G		n		
K		u		
M		f		
O		s		
Q		e		
S		g		
U		r		
W		v		
Y		t		

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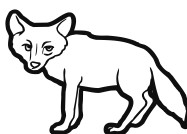
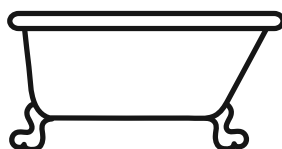
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the tub and says “tub” and asks the student to repeat the word. The teacher points to each picture and says, “tub – car, tub – fox, tub – ten.”

The teacher asks the student to circle the picture that begins or starts with the same sound as tub.



10

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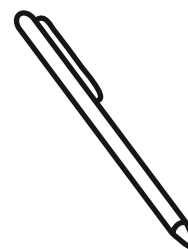
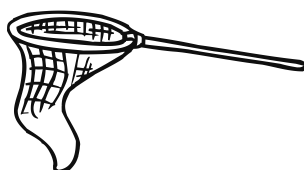
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the net and says “net” and asks the student to repeat the word. The teacher points to each picture and says, “net – nut, net – cat, net – pen.”

The teacher asks the student to circle the picture that begins or starts with the same sound as net.



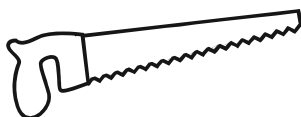
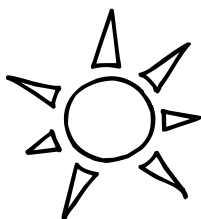
ELDA TEACHER SUPPORT MATERIALS

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the sun and says “sun” and asks the student to repeat the word. The teacher points to each picture and says, “sun – mop, sun – saw, sun – log.” The teacher asks the student to circle the picture that begins or starts with the same sound as sun.



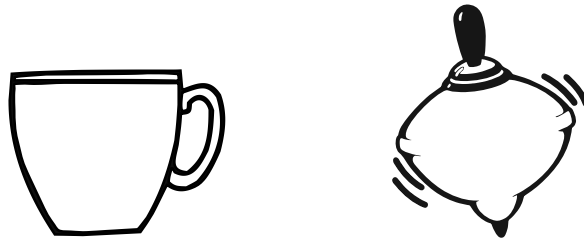
ELDA TEACHER SUPPORT MATERIALS

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher says, “Now we are going to listen for words that end with the same sound like cup and top, say cup and top.” The teacher points to each picture as she says each word.



ELDA TEACHER SUPPORT MATERIALS

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the pot and says “pot” and asks the student to repeat the word. The teacher points to each picture and says, “pot – key, pot – car, pot – rat.”

The teacher asks the student to circle the picture that ends with the same sound as pot.



ELDA TEACHER SUPPORT MATERIALS

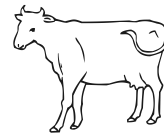
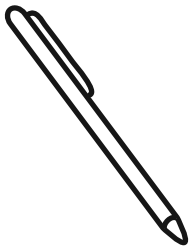
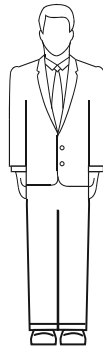
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the man and says “man” and asks the student to repeat the word. The teacher points to each picture and says, “man – pen, man – bat, man – cow.”

The teacher asks the student to circle the picture that ends with the same sound as man.



ELDA TEACHER SUPPORT MATERIALS

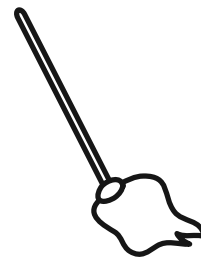
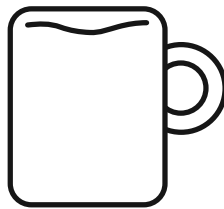
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the mug and says “mug” and asks the student to repeat the word. The teacher points to each picture and says, “mug – rat, mug – rug, mug – mop.”

The teacher asks the student to circle the picture that ends with the same sound as mug.



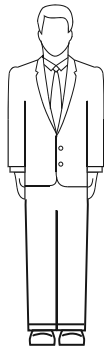
ELDA TEACHER SUPPORT MATERIALS

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher says, “Now we are going to listen for words that have the same sound in the middle like man and bat, say man and bat.” The teacher points to each picture as she says each word.



ELDA TEACHER SUPPORT MATERIALS

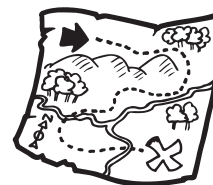
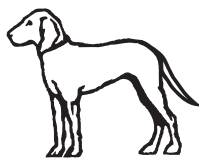
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher points to the picture of the van and says “van” and asks the student to repeat the word. The teacher points to each picture and says, “van – bed, van – dog, van – map.”

The teacher asks the student to circle the picture that has the same sound in the middle as van.



ELDA TEACHER SUPPORT MATERIALS

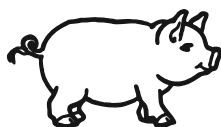
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher points to the picture of the six and says “six” and asks the student to repeat the word. The teacher points to each picture and says, “six – pig, six – jet, six – box.” The teacher asks the student to circle the picture that has the same sound in the middle as six.

6

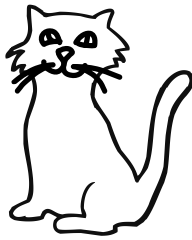


ELDA TEACHER SUPPORT MATERIALS

R03

1.3 Word Recognition: *Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.*

Score Point 1



Cat



Bat

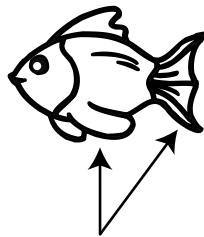


Hat

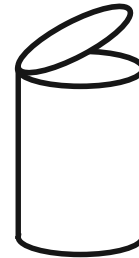
Score Point 1



Pin



Fin



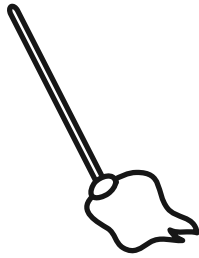
Tin

ELDA TEACHER SUPPORT MATERIALS

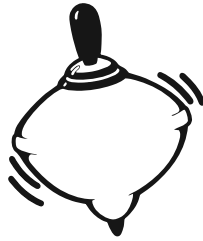
R03

1.3 Word Recognition: *Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.*

Score Point 1



Mop



Top

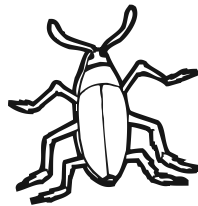


Hop

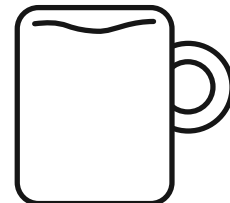
Score Point 1



Rug



Bug



Mug

ELDA TEACHER SUPPORT MATERIALS

R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Bed



Red

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

I'm

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

I'11

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

it's

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

he's

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

she's

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

isn't

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

can't

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

won't

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

don't

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

didn't

ELDA TEACHER SUPPORT MATERIALS

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Directions:

For Early Literacy Students: Teacher reads sentence(s) as student follows along. Student points or circles the answer.

For Independent Readers: Student reads statements 1–7. Student circles the response.

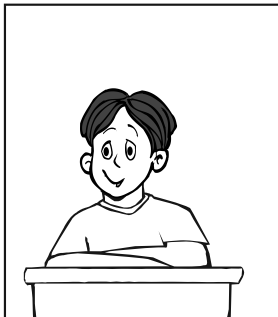
Model:

Raise your hand.

A



B



ELDA TEACHER SUPPORT MATERIALS

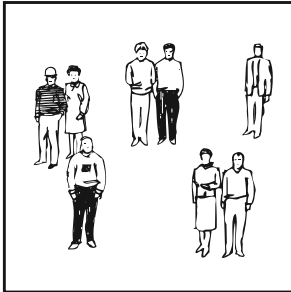
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 1

1. Line up.

A



B



ELDA TEACHER SUPPORT MATERIALS

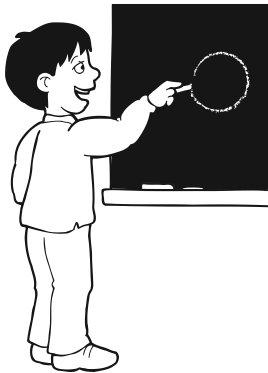
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

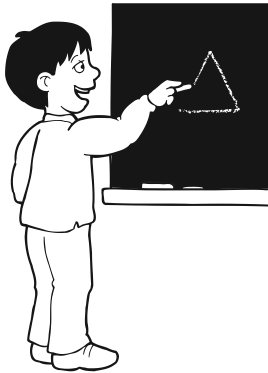
Score Point 1

2. Draw a star.

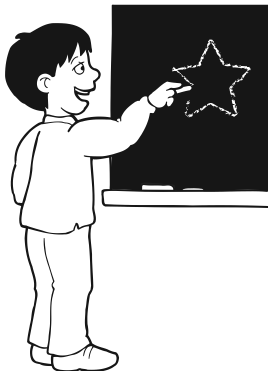
A



B



C



ELDA TEACHER SUPPORT MATERIALS

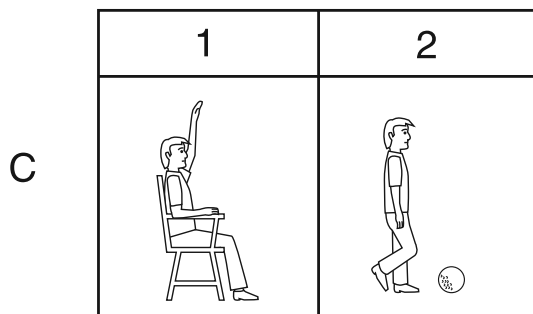
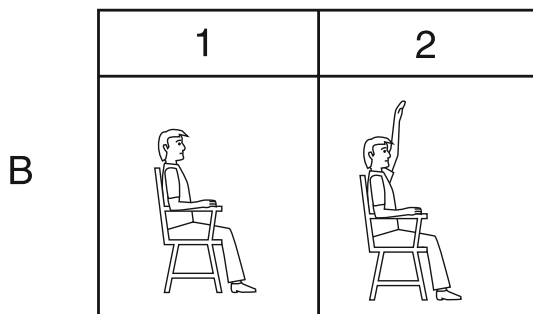
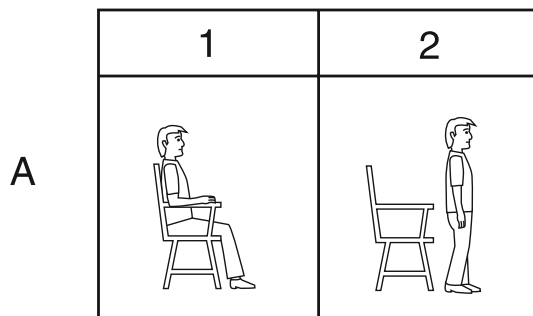
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

3. Sit down.

Raise your hand.



ELDA TEACHER SUPPORT MATERIALS

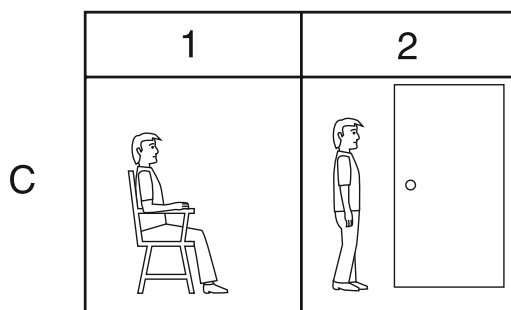
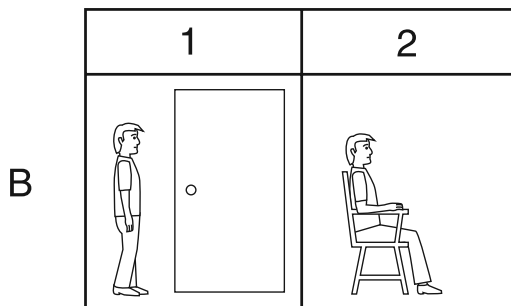
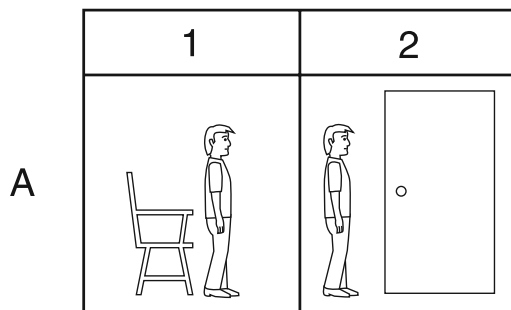
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

4. Stand up.

Go to the door.



ELDA TEACHER SUPPORT MATERIALS

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

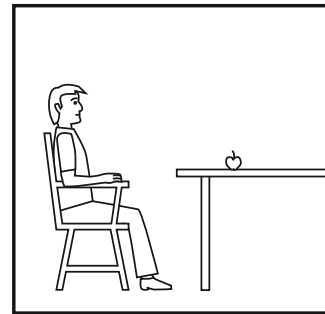
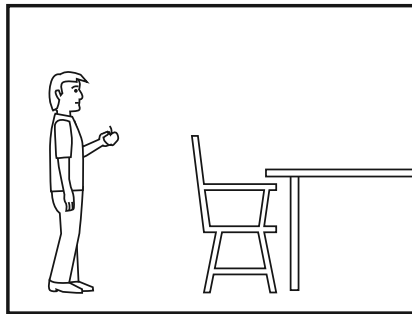
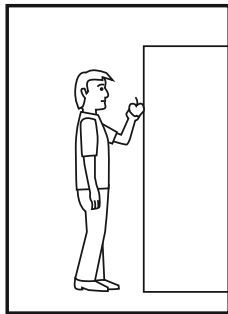
Score Point 3

5. Get a book.

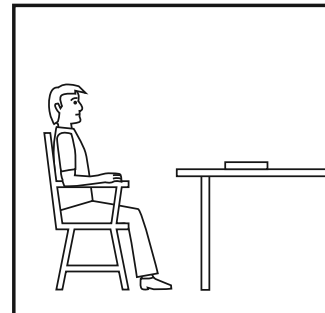
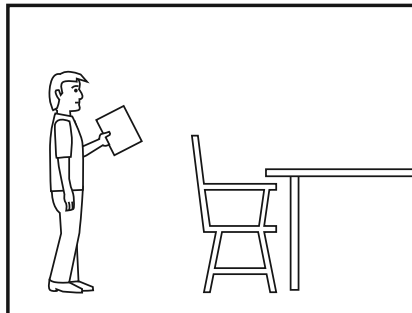
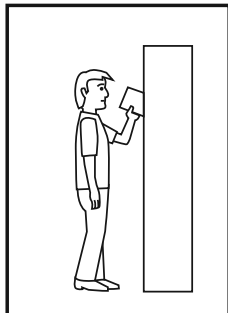
Take it to the table.

Sit down.

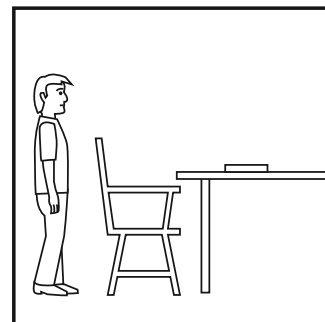
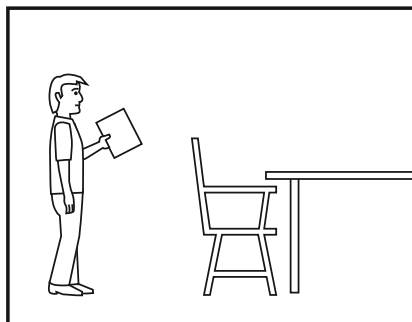
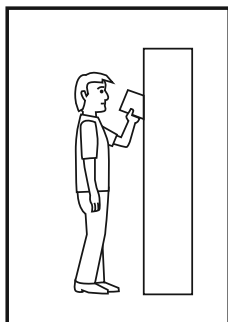
A



B



C



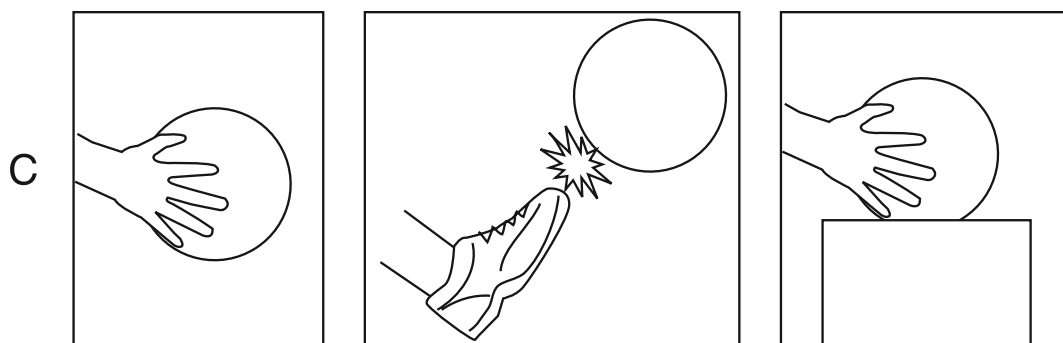
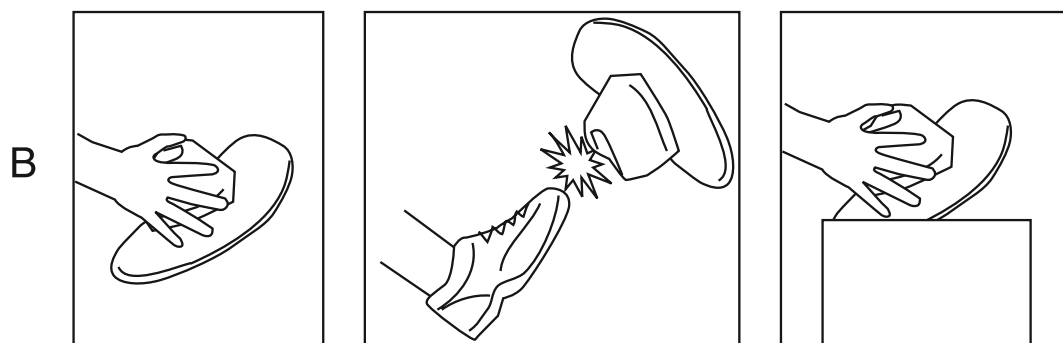
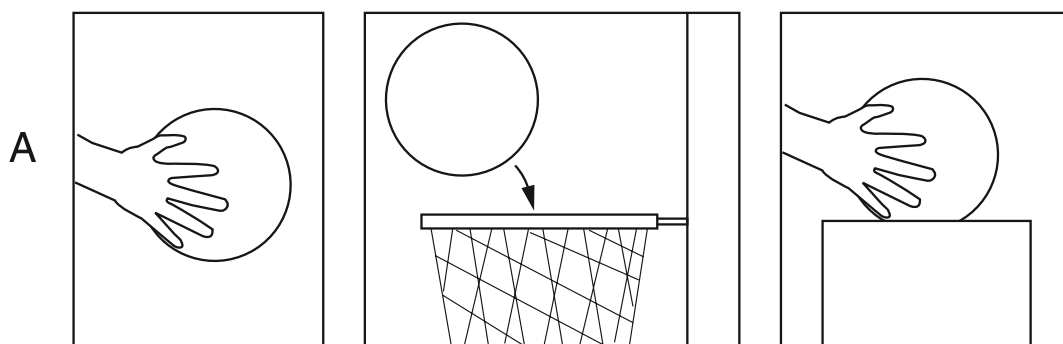
ELDA TEACHER SUPPORT MATERIALS

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 3

6. Pick up the ball.
Kick the ball.
Put it in the box.



ELDA TEACHER SUPPORT MATERIALS



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